
3A

Action

Professional Services Committee

Teacher Supply in California, 2009-2010, A Report to the Legislature

Executive Summary: This agenda item is in response to Assembly Bill 471 (Chap. 381, Stats. 1999), which requires the Commission to report to the Governor and the Legislature each year on the number of teachers who received credentials, certificates, permits and waivers to teach in California public schools.

Recommended Action: Staff recommends that the Commission approve the *Teacher Supply in California, 2009-10*, report for submission to the Governor and Legislature.

Presenters: Marjorie Suckow, Consultant, and Nadine Noelting, Administrator, Professional Services Division

Strategic Plan Goal: 5

Engage in evaluation, assessment and research studies that inform the Commission's work

- ◆ Track current trends and research in educator preparation and certification

Teacher Supply in California, 2009-2010, A Report to the Legislature

Introduction

This agenda item is a report of multiple subject, single subject and special education credentials awarded by the Commission in 2009-10. The report also includes information on all credentials, certificates, authorizations, permits and waivers awarded in 2009-10.

Background

Assembly Bill 471 (Chap. 381, Stats. 1999) requires the Commission on Teacher Credentialing (Commission) to report to the Governor and Legislature annually. The requirements of the report are detailed in Education Code § 44225.6 and must include the following:

1. The number of individuals recommended for multiple subject, single subject and special education credentials, by higher education and alternative certification routes and the type of credential or certificate for which they were recommended.
2. The number of individuals receiving an initial credential based on a program completed outside of California and the type of credential or authorization for which they were recommended.
3. The number of individuals receiving an emergency permit, credential waiver, or other authorization that does not meet the definition of a highly qualified teacher under the federal No Child Left Behind Act of 2001.
4. The number of individuals receiving a certificate of completion of staff development pursuant to Education Code § 44253.10.
5. The number of individuals, statewide, by county and by school district, serving on the following documents and the percentage of the total number of individuals serving as teachers statewide:
 - University and district interns
 - Emergency permits
 - Credential waivers
 - Preliminary or clear credentials
6. The total number of credentials recommended by all accredited teacher preparation programs for each of the following:
 - The University of California system
 - The California State University system
 - Independent colleges and universities that offer teacher preparation programs approved by the Commission
 - Other institutions that offer teacher preparation programs approved by the Commission

Recommended Action

Staff requests approval of the report for submission to the Governor and Legislature.



COMMISSION ON
TEACHER CREDENTIALING

Ensuring Educator Excellence

**Teacher Supply in California
A Report to the Legislature
Annual Report
2009-2010**

**Submitted Pursuant to AB 471
(Chap. 381, Stats. 1999)**

This report was developed by Marjorie Suckow of the Professional Services Division of the Commission on Teacher Credentialing. For more information about the content of this report, contact msuckow@ctc.ca.gov.

April 2011

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Dale Janssen
Executive Director

Blackburn, Constance	Teacher Representative	2012
Dean, Steven	Teacher Representative	2011
Evans, Marlon	Public Representative	2012
Freathy, Mark	Teacher Representative	2013
Gahagan, Charles	Teacher Representative	2012
Hines, James	Teacher Representative	2013
Littman, Leslie	Designee, Superintendent of Public Instruction	Ongoing
McInerney, Carolyn	School Board Member	2012
Oropeza-Enriquez, Irene	Administrative Services Representative	2011
Sun, Ting	Public Representative	2011
Wright, Hilda	Teacher Representative	2012
Vacant	Non-Administrative Services Credential Representative	
Vacant	Faculty Member	
Vacant	Public Representative	
Vacant	Public Representative	
Ex-Officio Members		
Martin, Shane	Association of Independent California Colleges and Universities	
Perry, Janis	California Postsecondary Education Commission	
Sloan, Tine	University of California	
Young, Beverly	California State University	

Vision Statement

Ensuring high quality educators for California's diverse students, schools and communities.

Mission Statement

The mission of the Commission on Teacher Credentialing is to ensure integrity and high quality in the preparation, conduct and professional growth of the educators who serve California's public schools. Its work shall reflect both statutory mandates that govern the Commission and research on professional practices.

Teacher Supply in California, 2009-2010

A Report to the Legislature

Executive Summary

Determining teacher supply in California is essential for policy-makers as they analyze how current statutes and policies impact teacher recruitment, teaching incentives and teacher preparation. This report provides data collected by the Commission on Teacher Credentialing (Commission) and addresses several questions regarding the supply of teachers newly available to teach in California classrooms.

Assembly Bill 471 (Chap. 381, Stats. 1999; Ed Code 44225.6) requires the Commission report to the Governor and the Legislature each year on the number of teachers who received credentials, authorizations, permits and waivers. The report includes the type and number of documents issued authorizing service to teach in California public schools or schools under public contract for fiscal year 2009-10. The report incorporates the requirements of the legislation into a tool for policy makers and others interested in teacher supply.

This report is organized with the following headings:

- The Number of Teachers Earning Credentials
- The Types of Credentials Teachers Are Earning
- Preparation Through an Intern Delivery Model
- Paraprofessional Program
- Who Prepares California's Teachers?
- Are More People Considering a Teaching Career?
- Teachers Who Earned an English Learner Authorization Through Staff Development
- The Number of Permits and Waivers that are Not Compliant With The Highly Qualified Teacher Requirement in NCLB
- Number of Individuals Employed in Public Schools Holding Teaching Documents

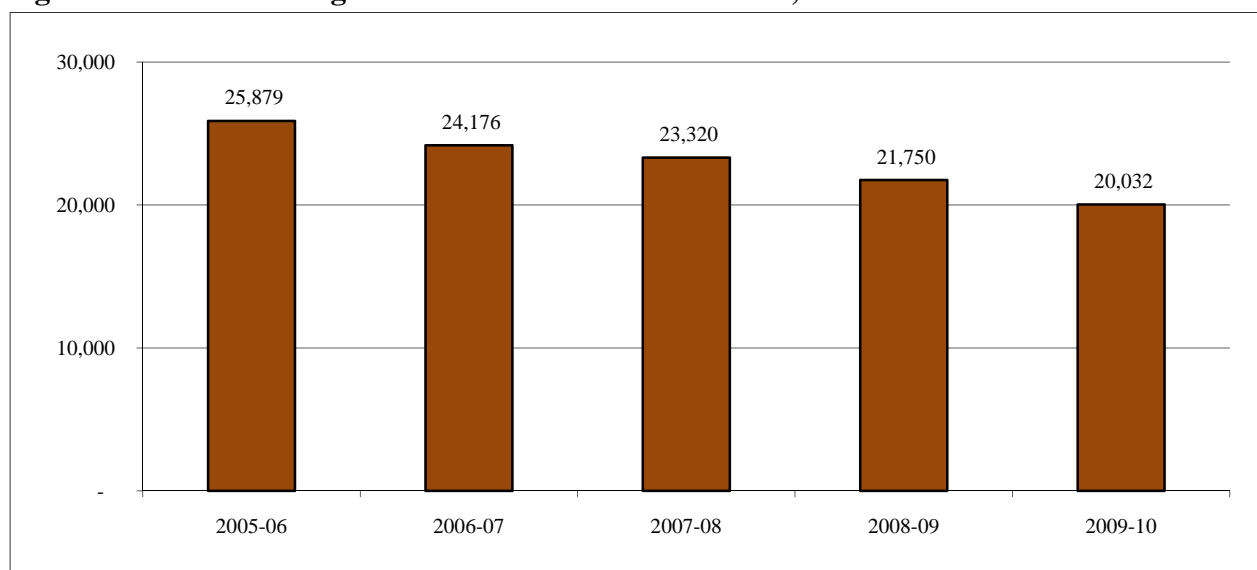
In summary, in fiscal year 2009-10, California saw an 8 percent decrease in the number of newly credentialed teachers. This decrease is not across all three types of preliminary programs in that the number of new teachers in special education has risen slightly. The number of fully-credentialed teachers increased to 98.3 percent of all California public school teachers in 2009-10.

The Number of Teachers Earning Credentials

Teachers may earn a California teaching credential through a variety of programs offered by Institutions of Higher Education (IHE) or through intern programs offered by a school district, county office of education, or consortia of districts. All teacher preparation programs must meet the same high teacher preparation standards and be accredited by the Commission. Teachers prepared in other states have options for obtaining a California credential depending on their years of experience. Recent legislation has streamlined this process for out-of-state teachers.

Figure 1 shows the numbers of teachers initially earning a California teaching credential for fiscal years 2005-06 through 2009-10. The numbers reflect the number of teachers earning a new type of credential, which may not be their initial type of credential.

Figure 1: Total Teaching Credentials Issued in California, 2005-06 to 2009-10



The following tables show the types of teaching credentials earned in California through the various avenues – California IHE programs, school district programs, and teachers prepared in other states. The last column reports the percentage of change in teaching credentials issued between 2008-09 and 2009-10 and shows that the supply of newly credentialed teachers in 2009-10 decreased by 8 percent over the previous fiscal year.

Table A: Total California Teaching Credentials Issued

	2005-06	2006-07	2007-08	2008-09	2009-10	% Change over 08-09
California IHE Prepared	22,419	20,308	19,084	17,797	16,151	-9.2%
District Prepared	379	296	303	399	250	-37.3%
Out-of-State Prepared	3,081	3,572	3,933	3,554	3,631	2.2%
Totals	25,879	24,176	23,320	21,750	20,032	-7.9%

There are currently three basic types of teaching credentials issued by the Commission for service in K-12 academic settings. Multiple subject teaching credentials authorize service in self-contained classrooms such as classrooms in most elementary schools. Single subject teaching credentials authorize service in departmentalized classes such as those in most middle and high schools. Education specialist instruction credentials authorize service in special education settings and in resource programs for students with special needs. In every case, the last column of the tables report the percent change in credentials earned between 2008-09 and 2009-10.

Table B: The Number of Credentials Earned Through California Institutions of Higher Education*

	2005-06	2006-07	2007-08	2008-09	2009-10	% Change over 08-09
Multiple Subject	12,135	10,362	9,678	8,354	6,887	-17.6%
Single Subject	7,050	6,597	6,609	6,502	6,280	-3.4%
Education Specialist	3,234	3,349	2,797	2,941	2,984	1.5%
Totals	22,419	20,308	19,084	17,797	16,151	-9.2%

**IHE prepared includes both student teacher and intern delivery models*

Figure 2: Teaching Credentials Earned by Individuals Prepared in California Institutions

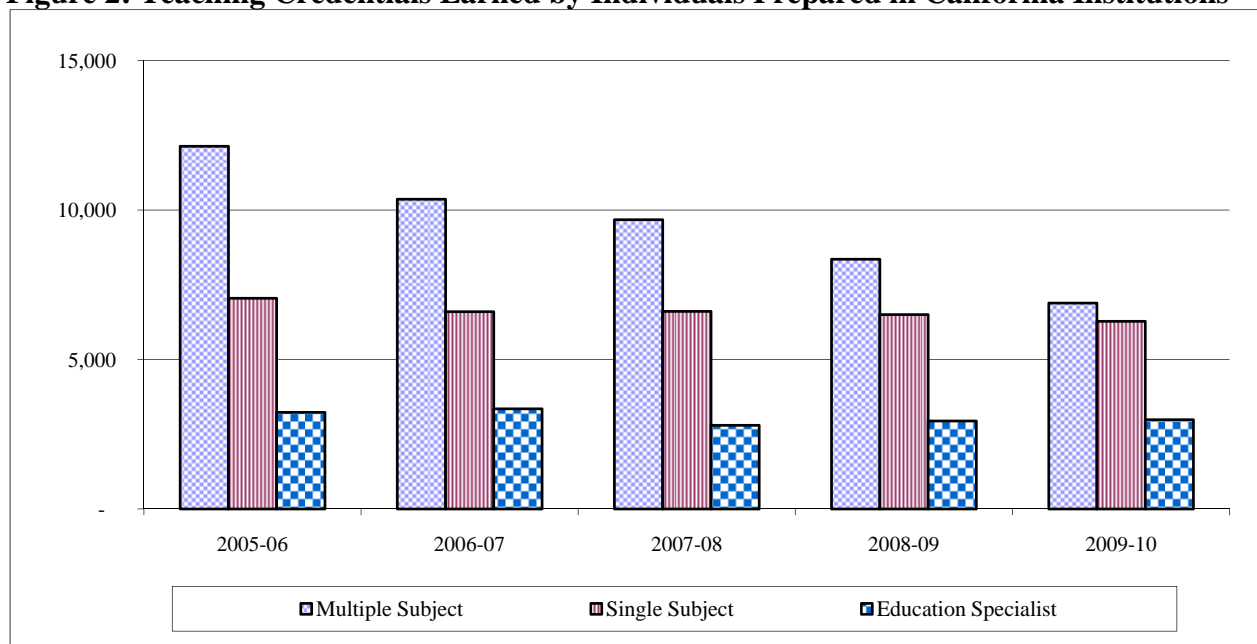


Table C: Number of Credentials Earned Through District Intern Preparation Programs

	2005-06	2006-07	2007-08	2008-09	2009-10	% Change over 08-09
Multiple Subject	118	66	69	46	5	-89.1%
Single Subject	194	123	77	155	112	-27.7%
Education Specialist	67	107	157	198	133	-32.8%
Totals	379	296	303	399	250	-37.3%

Figure 3: Number of Credentials Earned Through District Intern Preparation Programs, 2005-06 to 2009-10

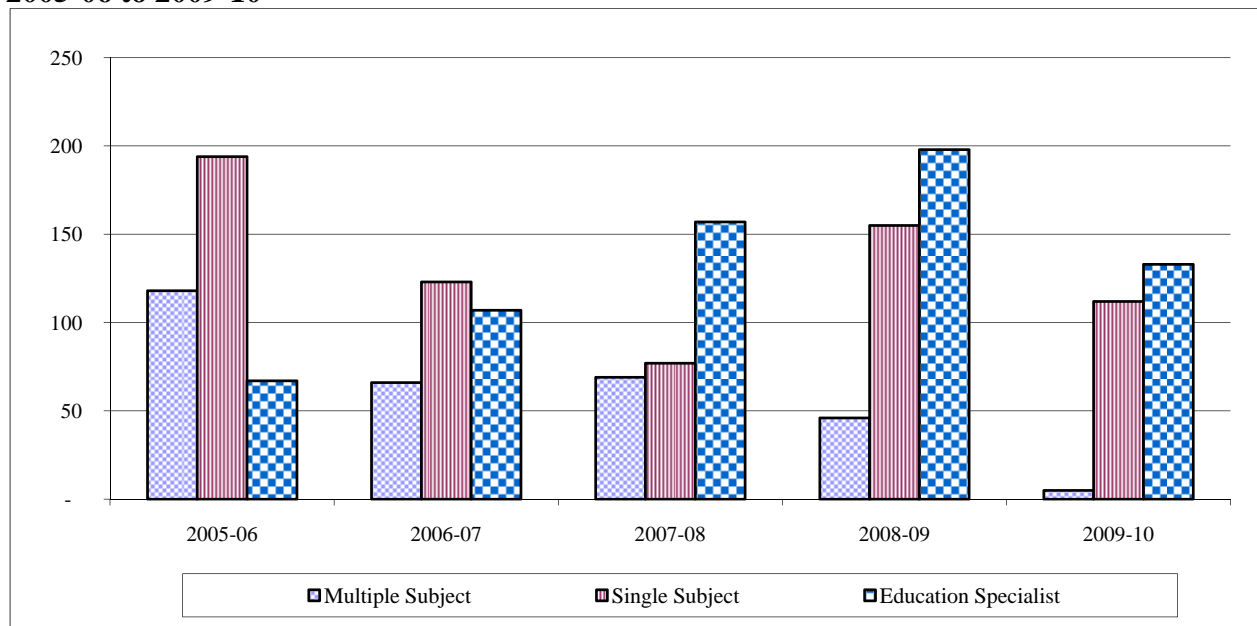
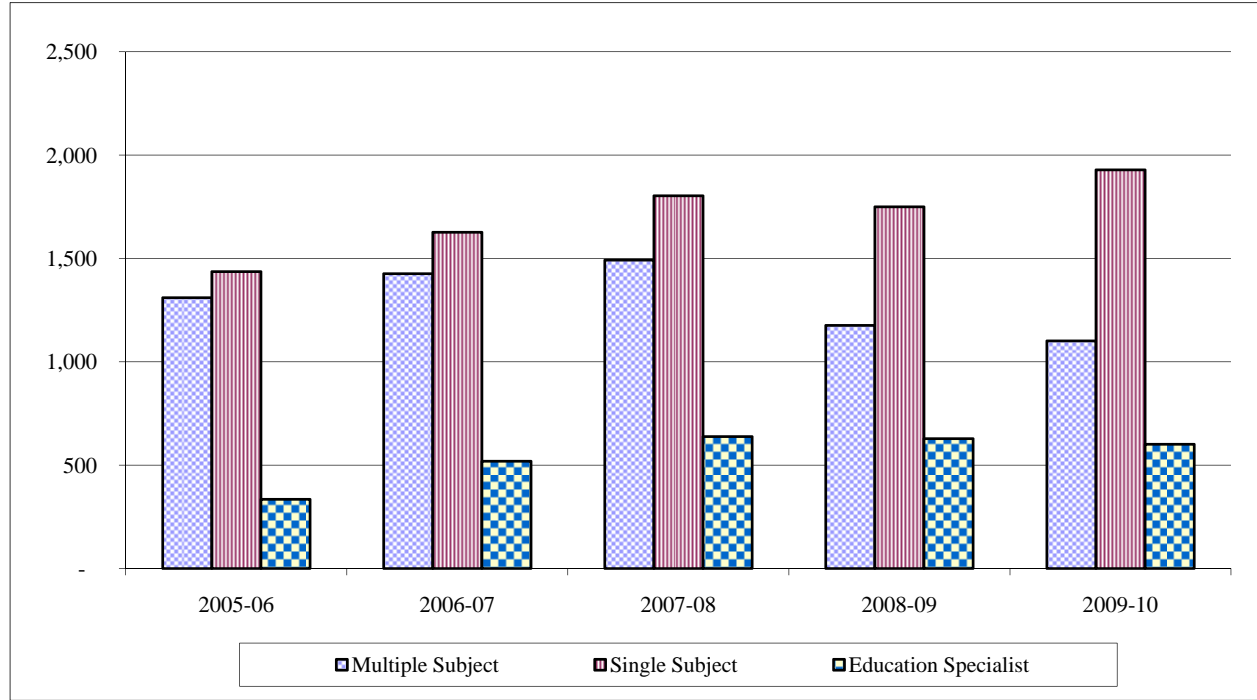


Table D: Credentials Granted in California for Teachers Prepared Out-of-State

	2005-06	2006-07	2007-08	2008-09	2009-10	% Change over 08-09
Multiple Subject	1,310	1,426	1,492	1,176	1,101	-6.4%
Single Subject	1,436	1,627	1,803	1,750	1,929	10.2%
Education Specialist	335	519	638	628	601	-4.3%
Totals	3,081	3,572	3,933	3,554	3,631	2.2%

Figure 4: Credentials Granted in California for Teachers Prepared Out-of-State, 2005-06 to 2009-10



The Types of Credentials Teachers Are Earning

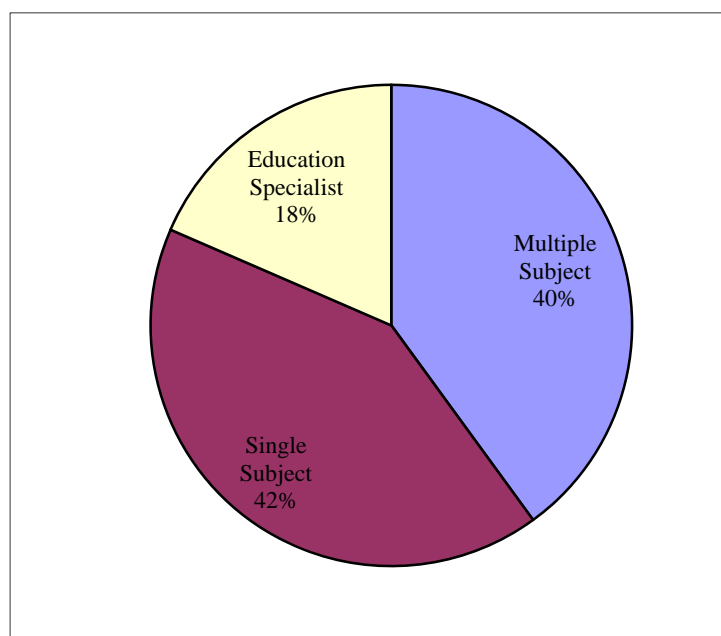
This report focuses on teaching credentials for California's K-12 classrooms. As stated previously, there are currently three basic types of teaching credentials issued by the Commission for service in K-12 academic settings: multiple subject teaching credentials, single subject teaching credentials, and education specialist credentials.

As shown in the table below, multiple subject teaching credentials comprised 40 percent of the total number of credentials issued in 2009-10 at 7,993. Single subject teaching credentials comprised almost 42 percent at 8,321, and education specialist teaching credentials comprised more than 18 percent of the total at 3,718.

Table E: Number and Types of Basic Credentials Issued During 2009-10

Multiple Subject	7,993	39.9%
Single Subject	8,321	41.5%
Education Specialist	3,718	18.6%
Total	20,032	100.0%

Figure 5: The Distribution of Basic Credentials Issued in 2009-10



Preparation Through an Intern Delivery Model

California offers great flexibility for individuals interested in becoming teachers. The traditional route to teaching includes a year of post-baccalaureate preparation courses including field experience and student teaching. The intern delivery model allows subject matter competent candidates to attend preservice and begin in a paid teaching position.

Many IHEs offering teacher preparation programs also offer an intern program while school district, county office of education, or consortia of districts may also offer teaching intern programs. All programs must meet the same standards and must be approved by the Commission. Each program must show how it prepares interns prior to their classroom experience and must show how interns are mentored and assessed in addition to providing continued teacher education courses and seminars.

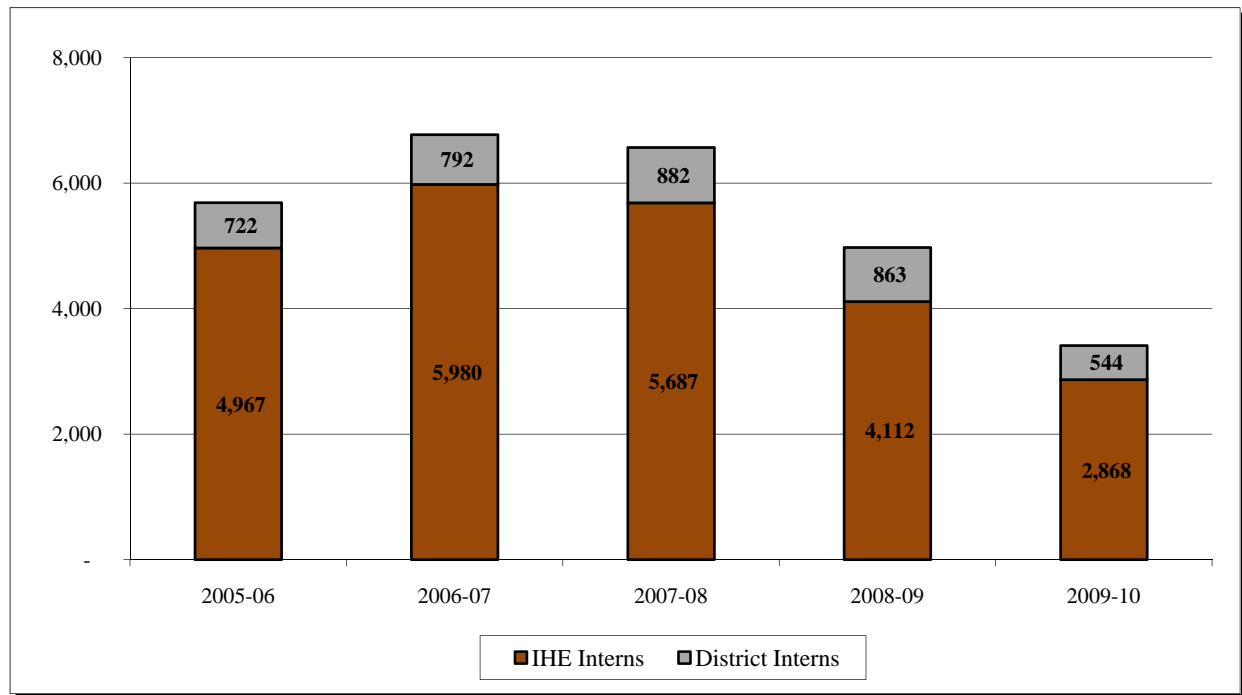
Table F shows the number of intern credentials issued in both IHE and school district programs over a five-year period. Overall, there was a 31.4 percent decrease between 2008-09 and 2009-10 in the total number of intern documents issued.

Table F: Number of Intern Credentials Granted (IHE and District-Based)*

	2005-06	2006-07	2007-08	2008-09	2009-10	% Change over 08-09
IHE Interns	4,967	5,980	5,687	4,112	2,868	-30.3%
District Interns	722	792	882	863	544	-37.0%
Totals	5,689	6,772	6,569	4,975	3,412	-31.4%

**Intern programs may be 1, 2, or 3 years in length. Upon successful completion of an intern program, candidates earn a preliminary teaching credential.*

Figure 6: Number of Intern Credentials Granted (IHE and District-Based), 2005-06 to 2009-10



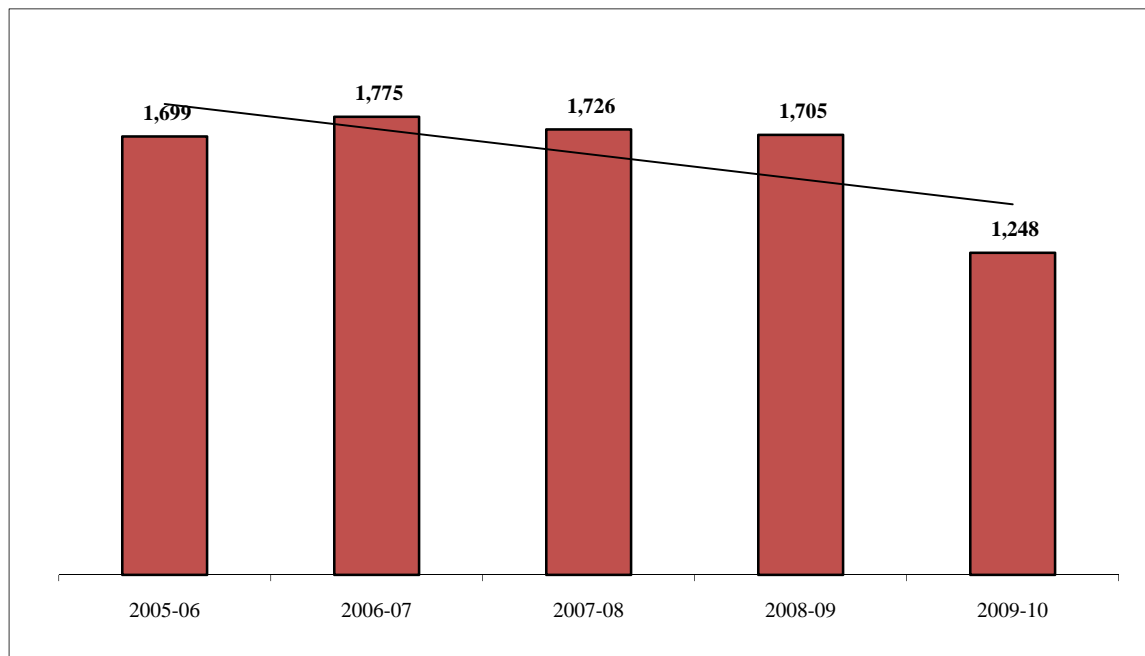
Paraprofessional Program

The paraprofessional teacher training program provides money for tuition and books, and offers academic support as participating classroom aides earn a college degree and complete a credentialing program. The paraprofessional program has been successful in moving participants into intern programs and on to obtaining full credentials. Though there was an increase in participants from 2005-06 to 2006-07, there has been a decline in participation in the program as fewer teaching positions become available. In addition, beginning with the 2009-10 year funding for the program has been included in the flexible funding that may be used for any educational purpose. There was a decrease of 26.8 percent between 2008-09 and 2009-10.

Table G: Number of Paraprofessional Program Participants

2005-06	2006-07	2007-08	2008-09	2009-10	% Change over 08-09
1,699	1,775	1,726	1,705	1,248	-26.8%

Figure 7: Number of Participants in Paraprofessional Programs, 2005-06 to 2009-10



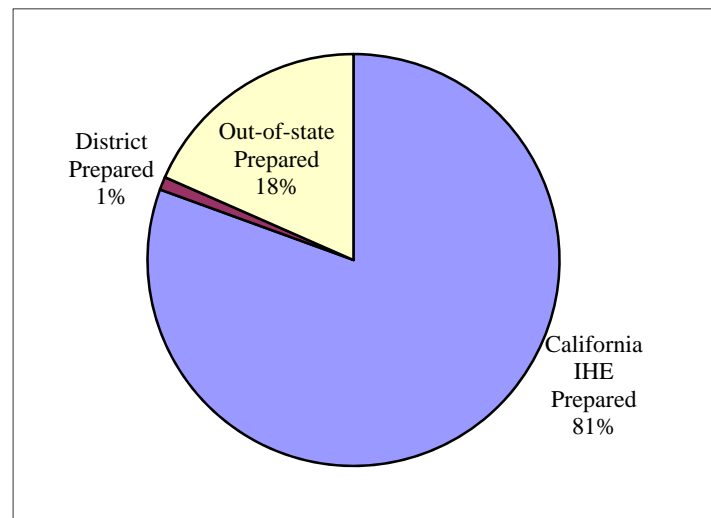
Who Prepares California's Teachers?

California universities prepared 81 percent of the newly credentialed teachers in California during fiscal year 2009-10. Teachers prepared in other states who became credentialed in California comprised 18 percent of newly credentialed California teachers. The remaining 1 percent of teachers was prepared through school district intern programs.

Table H: Number of Teachers Prepared by Credential Type and Institution Type, 2009-10

Certification Route	Multiple Subject	Single Subject	Education Specialist	Totals	Percent
California IHE Prepared	6,887	6,280	2,984	16,151	80.7%
District Prepared	5	112	133	250	1.1%
Out-of-state Prepared	1,101	1,929	601	3,631	18.2%
Total	7,992	8,313	3,699	20,032	100.0%

Figure 8: Distribution of Teachers Prepared by Teacher Preparation Institution Type

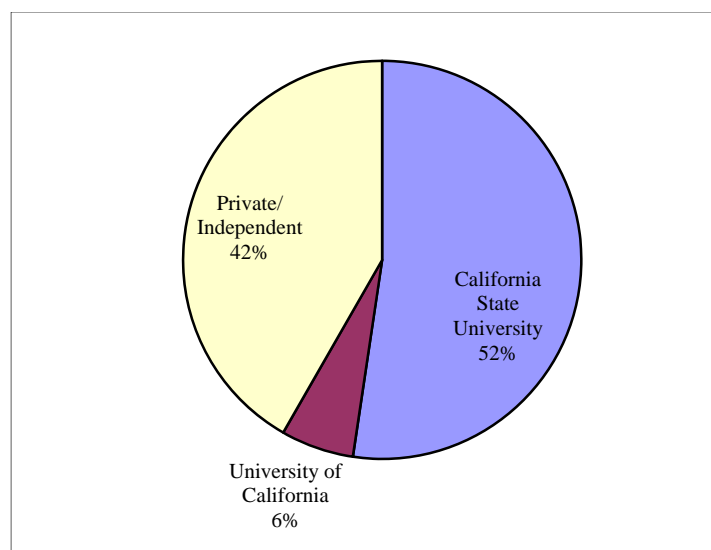


Of the three university systems – California State University (CSU), University of California (UC), and Private/Independent universities – CSU campuses prepared 52 percent of the new teachers in the fiscal year 2009-10. Private/Independent universities prepared 42 percent and UC programs prepared 6 percent of the new teachers.

Table I: Percentage of Teachers Prepared by System of Higher Education, 2009-10

Segment	Totals	Percent
California State University	8,432	52.2%
University of California	944	5.8%
Private/Independent College/University	6,775	41.9%
Total	16,151	100.0%

Figure 9: Percentage of Teachers Prepared by System of Higher Education



Are More People Considering a Teaching Career?

Tracking teacher preparation program enrollment can serve as a forecasting tool. Federal Title II regulations require all states to report data on teacher preparation. The enrollment data for all California IHE teacher preparation programs for the past five years follows. Due to new federal Title II data collection processes, enrollment data is not available by credential type starting with the 2008-09 year and in the future only total enrollment will be presented. 2009-10 data will not be available until May 2011.

Table J: Total Enrollment by Basic Credential Type and Fiscal Year

	2004-05	2005-06	2006-07	2007-08	2008-09	% Change over 07-08
Multiple Subject	34,176	28,200	23,428	19,071		
Single Subject	20,073	19,910	17,276	15,383		
Education Specialist	10,504	11,852	11,040	10,104		
Totals	64,753	59,962	51,744	44,558	42,245	-5.2%

Figure 10: Total Enrollment (Traditional and Alternative Routes), 2004-05 to 2008-09

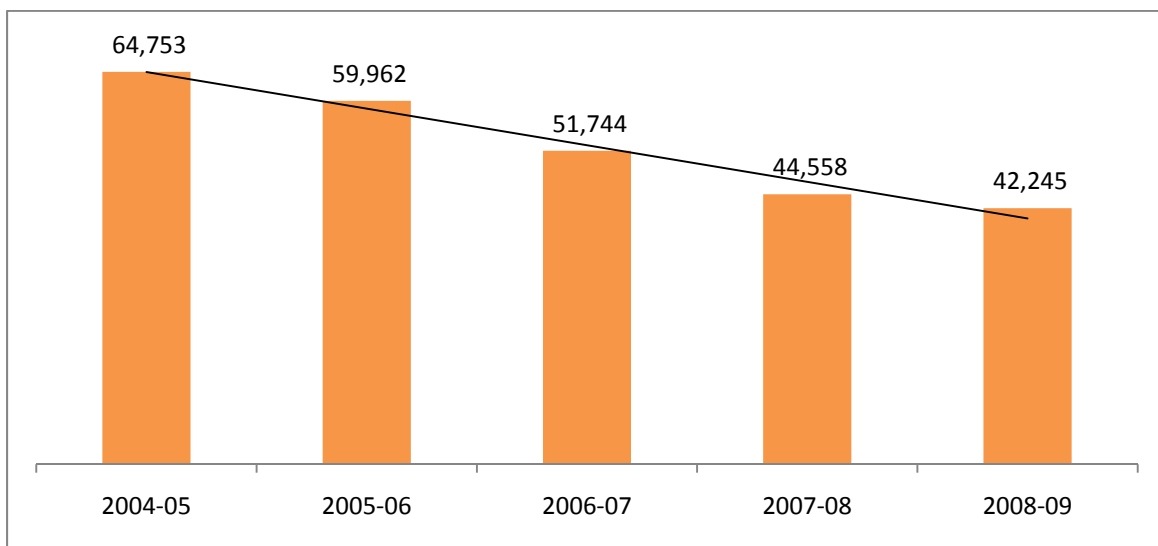
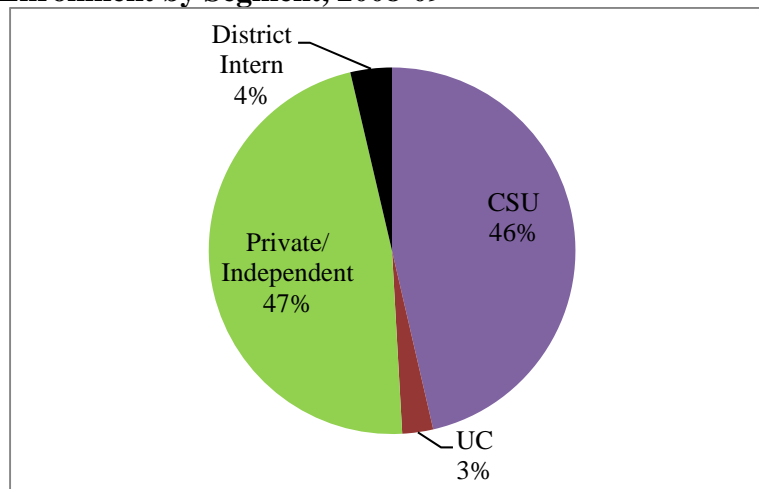


Figure 11: Total Enrollment by Segment, 2008-09



Total enrollment declined almost by 23,000 in the past five years. This is a decrease of 35 percent between 2004-05 and 2008-09. Total enrollment was down by 5.2 percent between 2007-08 and 2008-09. Nearly half (46%) the total enrollment in 2008-09 was from California State University system and the other half (47%) was enrolled in the Private/Independent sector. University of California enrolled 3 percent and District intern programs enrolled the remaining 4 percent.

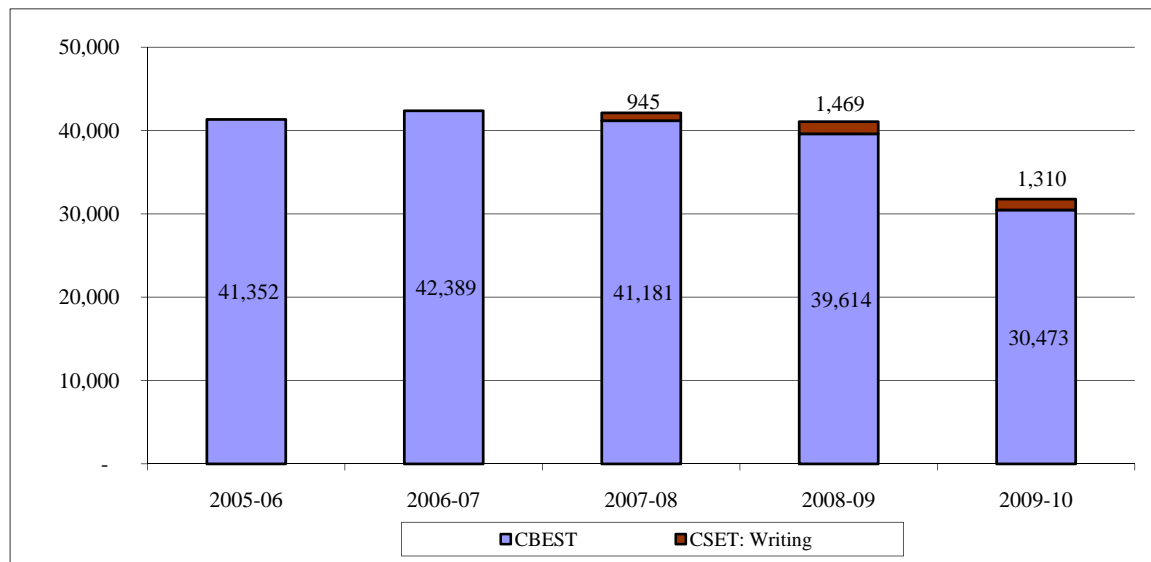
Historically another indicator of interest in teaching has been the number of individuals taking the California Basic Educational Skills Test (CBEST). This exam measures an individual's basic competence in reading, writing and mathematics and was a prerequisite for all teaching and service credentials in California. Beginning in May 2007, an option became available for individuals to meet the Basic Skills Requirement in addition to passing the CBEST examination. Individuals interested in earning a Multiple Subject Teaching Credential could pass the California Subject Examinations for Teachers: Multiple Subjects (CSET:MS) plus an additional Writing Skills subtest. On January 1, 2009, other options to CBEST became available: passage of (1) the mathematics and English sections of the CSU Early Assessment Program (EAP) and (2) both the CSU placement exams – the English Placemat Test (EPT) and the Entry level Mathematics (ELM) test. Therefore, not all prospective teachers must pass the CBEST examination now.

Overall, the number of basic skills examinees decreased by 22.6 percent between 2008-09 and 2009-10. The Commission has no data on the number of individuals who satisfy the Basic Skills Requirement through the CSU Early Assessment Program or the Placement Tests.

Table K: Number of Basic Skills Examinees

	2005-06	2006-07	2007-08	2008-09	2009-10	% Change over 08-09
CBEST	41,352	42,389	41,181	39,614	30,473	-23.1%
CSET: MSE plus Writing			945	1,469	1,310	-10.8%
Total	41,352	42,389	42,126	41,083	31,783	-22.6%

Figure 12: Number of Basic Skills Examinees, 2005-06 to 2009-10



Teachers Who Earned an English Learner Authorization Through Staff Development

The Certificate of Completion of Staff Development (CCSD) allows individuals to complete a staff development program to earn an authorization to provide Specially Designed Academic Instruction Delivered in English (SDAIE) to English learners (EL) within the subject matter content and grade level of the holder's prerequisite credential. Assembly Bill 2913 (Chap. 169, Stats. 2004) established a sunset date of January 1, 2008 for the issuance of the CCSD to most teachers (Multiple Subject, Single Subject and Education Specialist). The decrease in SDAIE authorizations beginning in the 2008-09 year is due to the implementation of this bill.

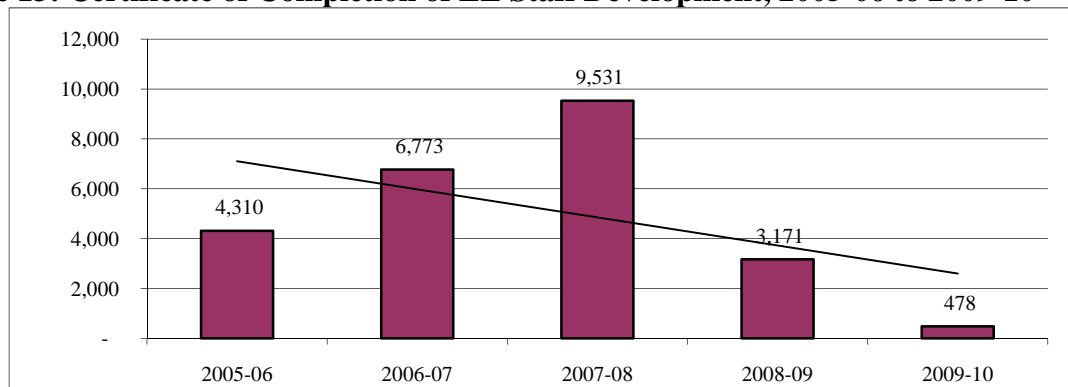
Senate Bill 1292 (Chap. 752, Stats. 2006) was signed by the Governor on September 29, 2006. The bill added section 44253.11 to the Education Code, which authorizes teachers with designated subjects career technical education and special subject teaching credentials or holders of service credentials with a special class authorization to be assigned to provide Specially Designed Academic Instruction delivered in English (SDAIE) to English learners based on completion of a staff development program. This bill did not include a sunset date for this population of teachers.

Table L: Certificate of Completion of Staff Development for English Learner Authorization

2005-06	2006-07	2007-08	2008-09	2009-10	% Change over 08-09
4,314	6,726	9,455	3,282	478	-84.9%

Note: Data do not include waivers; there were 108 waivers issued in 2008-09 and 90 in 2009-10

Figure 13: Certificate of Completion of EL Staff Development, 2005-06 to 2009-10



The Number of Permits and Waivers That Are Not Compliant with the Highly Qualified Teacher Requirement in No Child Left Behind

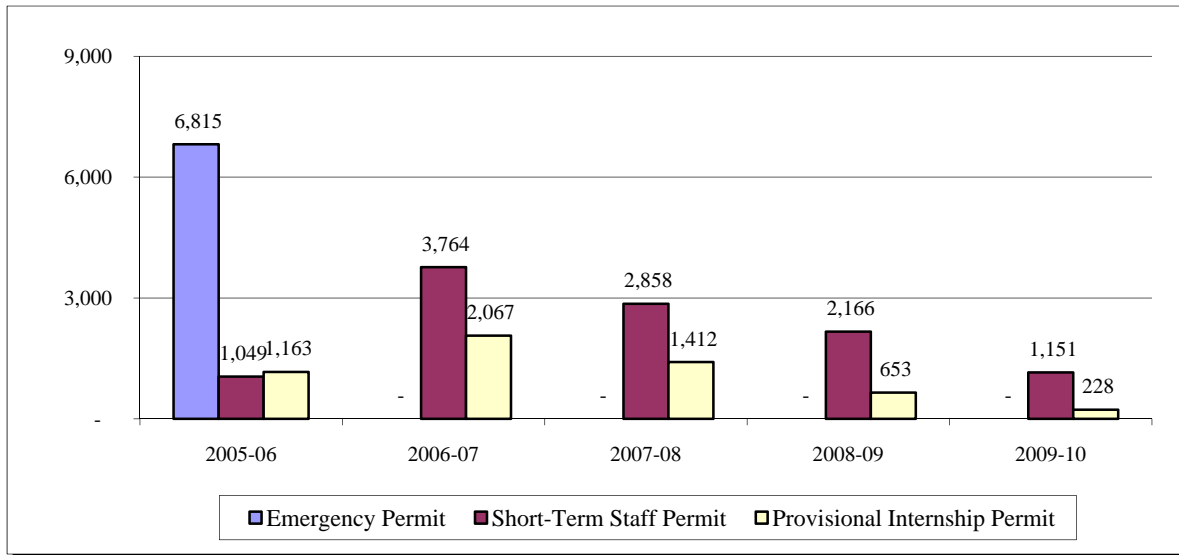
The NCLB Act defines a highly qualified teacher as one who holds a bachelor's degree, a teaching credential issued by the State, and has established competency in the subject of the credential. There are a number of documents that an individual may hold that are not compliant with the NCLB Act. This section shows the numbers of Short-Term Staff Permits (STSP), Provisional Internship Permits (PIP), and Waivers that were issued in 2009-10. These documents are not compliant with the Highly Qualified Teacher (HQT) Requirement in the NCLB Act. HQT falls under authority of the State Board of Education and the California Department of Education.

Overall, there is a declining trend in the total number of permits issued. No emergency permits (with term Long Term) were issued in the past years. Two new documents began to be issued in 2005-06, the STSP and the PIP. The STSP allows an employing agency to fill an acute staffing need when local recruitment efforts have been made but a fully credentialed teacher could not be found. The PIP allows an employing agency to fill an immediate staffing need by hiring an individual who has not yet met the subject matter competence requirement needed to enter an intern program. Overall, there is a decrease in permits by 51.1 percent between 2008-09 and 2009-10; with a decrease of 47 percent in the STSP and about 65 percent in the PIP.

Table M: Number of Permits Issued

	2005-06	2006-07	2007-08	2008-09	2009-10	% Change over 08-09
Emergency Permits	6,815	0	0	0	0	-
Short-Term Staff Permit (STSP)	1,049	3,764	2,858	2,166	1,151	-46.9%
Provisional Internship Permit (PIP)	1,163	2,067	1,412	653	228	-65.1%
Total	9,027	5,831	4,270	2,819	1,379	-51.1%

Figure 14: Number of Permits Issued, 2005-06 and 2009-10

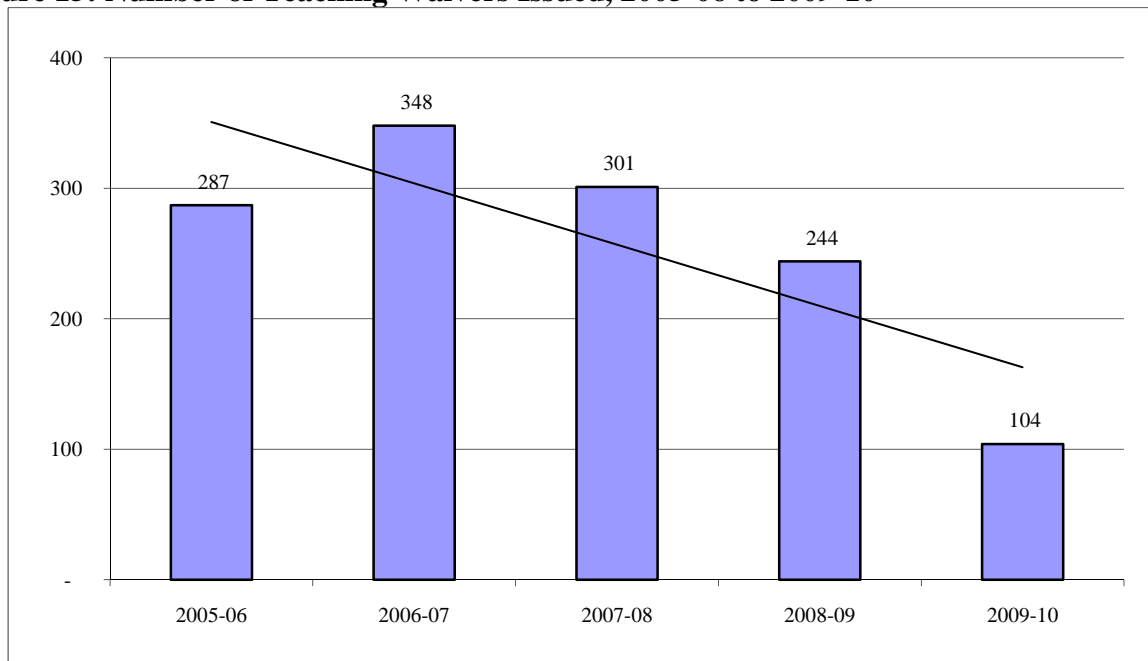


The number of credential waivers issued in 2009-10 decreased by 57.4 percent between 2008-09 and 2009-10 as illustrated in Table N.

Table N: Number of Teaching Waivers Issued

2005-06	2006-07	2007-08	2008-09	2009-10	% Change over 08-09
287	348	301	244	104	-57.4%

Figure 15: Number of Teaching Waivers Issued, 2005-06 to 2009-10



Number of Individuals Employed in Public Schools Holding Teaching Documents

The following table shows the total number of individuals holding teaching documents who were employed in California public schools during fiscal years 2008-09 and 2009-10. The table also shows these numbers as a percentage of the total teaching staff¹. Taking into account the total number of certificated teaching staff in California's schools and the number of teaching permits issued, the percentage of teachers on permits has decreased from 1.0 percent in 2008-09 to 0.5 percent in 2009-10. Credential waivers accounted for less than 0.1 percent of the total certificated teaching force in 2009-10.

Table O: Number of Individuals Holding Teaching Documents

	2008-09		2009-10	
	Number	% of Total	Number	% of Total
University Intern	4,112	1.3%	2,868	1.0%
District Intern	863	0.3%	544	0.2%
Provisional Intern Permit (PIP)	653	0.2%	228	0.1%
Short-Term Staff Permit (STSP)	2,166	0.7%	1,151	0.4%
Waivers	244	0.1%	104	0.0%
Fully Credentialed	298,849	97.4%	286,116	98.3%
Total	306,887	100.0%	291,011	100.0%

Summary

Fiscal year 2009-10 saw the number of individuals initially earning a California teaching credential decrease by about 8 percent (Table A). This is the sixth straight year in which the total number of initial teaching credentials issued has decreased. Though there was a decrease of teaching credentials at the state-level, the number of teachers who were trained outside California increased by 2.2 percent between 2008-09 and 2009-10 (Table A).

The number of individuals taking the exams to meet the basic skills requirement decreased by 23 percent over the previous fiscal year (Table K). There was also a decrease of 27 percent in the Paraprofessional participants (Table G). There was a decrease of 31 percent for candidates who enrolled in the intern programs (Table F). The number of candidates enrolled in teacher preparation programs declined for the eighth consecutive year.

There is steady decrease in the teaching permits (Provisional Internship Permit and Short Term Staff Permit) as well as in the number of Waivers issued in the past five years (Table M). The number of permits decreased by 51 percent and Waivers by 57 percent between 2008-09 and 2009-10. Permits constituted only 0.5 percent and Waivers less than 0.1 percent of the total documents issued.

Overall, in the public schools there was almost a 1 percent (0.5%) increase in fully-credentialed teachers as a proportion to all those teaching in the public schools (Table O). Fully-credentialed teachers represented 98.3 percent of all California public school teachers in 2009-10, up from 97.4 percent in 2008-09.

¹ California Department of Education 2009-10 CBEDS Data